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Devoted to the  
High-School-College  
Entrance  
Scholarship Fund

THE NEW YORK

# LATIN LEAFLET

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## TRUSTEES OF THE SCHOLARSHIP FUND

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## Tenth Meeting of the Latin Club

The tenth regular meeting of The New York Latin Club is called for Saturday, November 21, at 12 M, in the Hotel Albert, corner of University Place and Eleventh street, New York. Professor A. F. West, of Princeton University, will address the club on the *Latin Subjunctive*. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for everybody) at 12 M, promptly, so that there shall be no delay. The address will follow the luncheon, and adjournment will occur about 2 P M, thus leaving the afternoon still unbroken for those who attend. Please send a postal card at once to the Sec'y, Mr A. L. Hodges, 301 W 101 st, N Y, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. Please attend to this at once.

Out-of-town teachers may find it convenient to be in the city on the day announced.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H. H. BICE, *President*  
A. L. HODGES, *Secretary*

## Recent Work of High School Teachers in New York

While the LEAFLET does not make a feature of book notices, it has yet seemed appropriate that a paper maintained chiefly by, and for, High School Teachers should take cognizance of work which indicates a praiseworthy activity among its patrons. Written *sine ira et studio*, and from the standpoint of the practical teacher, such criticism, we believe, will be welcome to the authors, and useful to their colleagues.

## Some Remarks on Beginners' Latin Books With Special Reference to "The First Year of Latin" of Gunnison and Harley

### IN THREE PARTS—PART I

While I have been asked to review this Latin Primer I am obliged to confess that I am personally not at all in sympathy with the plan of beginning the study of the Latin language with the Commentaries of Cæsar as I consider them both difficult and uninteresting compared with other books that might be chosen. It is impossible that this classic should have as much *meaning* for the average boy, in my opinion, as many others. If the colleges would but take it off their requirements, much better work could be done in Latin, particularly by those who go no farther than the first or second year of the High School.

But in the present state of things, I believe the book under consideration is a very good one in almost every respect. I should like to mention here a few points that I have not seen noticed, with regard to the *desideranda* (not to say *desiderata*) of a good beginners' Latin book.

First, the full spelling (no abbreviations of any kind) should be given of all the principal parts of all verbs and nouns. In the book under consideration this is very satisfactorily approximated. I have had pupils form a wrong impression of the principal parts of a verb, although their inference was perfectly justifiable. Thus (I take this example from a primer now in use in N Y City High Schools), the principal parts of *minuo* are abbreviated: *minuo, -ere, ui, -utum*, the aim evidently being to show in as brief a form as possible that the first *u* in *minutum* is long. But the boy was quite logical in writing out the parts: *Minuo, minuere, minuui, minutum*.

Second, well proportioned exercises. By this I mean not only a sufficient number of illustrations of the principles of syntax but also the proper distribution of these illustrations so that as few as possible shall come before they are explained, and as many as possible after they are explained. Messrs Gunnison and Harley's book errs I think in both these respects. Thus, a tabular view of the sentences, in the first ten lessons, to be translated (Latin-English and English-Latin) would show that 30 examples of the agreement of adjectives with their nouns are in the first four lessons, while the model sentences and the rule do not appear until lesson 8; and that 26 examples of the predicate nominative are in the first eight lessons, although this principle of syntax is not expounded until lesson 9.

Third, the possibility of a regular assignment of new Latin words and new principles of syntax, the

same or nearly the same number for each day. This is distinctly disclaimed by the authors in their preface, and I suppose that it must be granted as an impossibility. But I think that a book should not have in it lessons below a certain minimum in requirement of time and energy on the part of the pupil. Thus I myself should prefer a much longer exercise in the first and second lessons of this book. I find the same objection in the book that I am now using in my beginners' classes and I found it in all the other books that I have used. I have always thought it, however, a most desirable thing to give systematic attention to the pupil's acquirement of a vocabulary. But I have always found this to be a very hard thing to do because the vocabularies as given in the different primers that I have used have been of such different lengths that it has been quite impracticable to be as regular as I have wished in this matter. If it is going to be done at its best, this acquisition of vocabulary should be by means of a regular amount each day. But the special vocabularies in this book are so varying in length that it would be quite impossible to assign one vocabulary to be learned each day. The book under consideration has 1000 to 1100 words in the general vocabulary. Of these 461 are presented in the first 50 lessons and the rest in the remaining lessons. The average for every five lessons remains nearly equal; but the individual special vocabularies vary from three new words (lesson 23) to 18 (in lessons 6 and 17). I mention these details because I think they are of no little importance in the writing of any future Latin primer and because I wish to have them discussed apart from their connection with the book that I am at present examining. If I am wrong I desire to be set right.

As to the order of exposition of the mood and case relations; I believe that they should be given in as regular order as possible so that the teacher can make inevitable the habit of expecting some reference each day to all the grammatical principles that have been presented up to that time. To this end the rules should be presented with something like temporal regularity and in the most appropriate psychological order. Thus it seems that the place to introduce the rule about apposition is where the genitive with nouns is given; because it is so easy to remember that when two nouns mean the same person or thing they go in the same case and when a noun is joined to another noun and does not mean the same thing it goes in the genitive (usually not the same case). Gunnison and Harley do not treat of apposition however until the 14th lesson while the genitive with nouns is given in the 4th. Thus there are a few principles whose places are logically determined; as, the use of the nominative, and the agreement of verb and of adjective which can not be postponed, and the ablative after the comparative without QUAM which is naturally suggested by the lesson on the comparative degree, etc.

The dative of the possessor which occurs in the Gallic War only 18 times is introduced in the eleventh lesson. The ablative of specification presented in the fifteenth lesson is also very little used in comparison with many other uses of the ablative and even if it does seem necessary to give the *lingua institutis legibus* illustration early in the book, the name of this variety of ablative is hardly necessary to mention at least until the latter part of the book.

An example of the reverse, is found in the tardy presentation of the ablative of separation in the 56th lesson. I consider this tardy because I remember that in my own first study of Latin the ablatives came to me as an almost hopeless mass of confusion, and not until I had been told of the threefold origin of the ablative case were its manifold uses clearly understood. Therefore I think that in a book (which does not adhere closely to the text of Cæsar as do those semi-inductive books which seem to have been popular of late) much would have been gained if the ablative case could have been presented first in its capacity as ablative, then as instrumental and finally as locative. I think that a fine opportunity has been lost of bringing order into this ablative chaos. It seems to me, too, that there is a psychological order in the presentation of principles of syntax which is entirely independent of the order of origin of the uses themselves. Thus whether we think that the ablative absolute is really an instrumental or a locative ablative, it certainly seems easier to explain it to a pupil as an instrumental and there are reasons for delaying its presentation until after the pupil has mastered the use of at least the perfect passive participle, and I am glad to see that this has been done in this book.

Another criticism I have to offer in the exposition of grammatical principles is that they are in some instances not adequately illustrated. Thus, rule XIV on the ablative of time is given in lesson XVII. In the exercises in that lesson there are only three examples of it to be translated into English and only two in the English-Latin half of the exercise. In the 15th lesson rule XIII is given. In the Latin-English exercise there are two examples of it and the same number in the English-Latin. The exercises should be constructed in such a way that there would be a certain proportion between the illustrations of the different rules of syntax. The ablative of specification given in lesson XV has four illustrations, and not another until lesson XIX. The use of the relative pronoun is well illustrated in the following three or four lessons but after that it is not found more than once or twice for many lessons, and that in spite of the fact that the purpose clause has been introduced, giving an opportunity to illustrate the relative pronoun there.

The treatment of the ablative absolute in lesson 34 seems to be very felicitous although the examples in the immediately succeeding lessons are too few.

But let me not be misunderstood as too carping, for I see many good points in the book, and would be most glad to give it a trial myself in my own classes, had I first term classes. A feature different from those of most of the beginners' Latin books with which I am acquainted is the presentation of the present tense, active and passive, of all the four conjugations before the other tenses. This has the advantage of removing the cause of much confusion between the tenses which exists on the part of many pupils that I have had. In my own work I have found the grammatical time sense sadly lacking. The imperfect tense is given in the 12th lesson and the future not until the 16th, giving each tense a good long time to sink in.

The book is well paged and well printed, the type being large enough, and the paradigms remarkably clear.

WILFRID LAY, De Witt Clinton H S